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Research Article

Rural Elementary Teachers' Perceptions of Team Teaching

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KEYWORDS

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A B S T R A C T

This research aims to identify teachers' perceptions of teaching by a team in a rural elementary school. Team teaching is a way to teach in a classroom, the importance of teacher perception is needed to evaluate the strengths and weaknesses of team teaching in an elementary school. The research was used qualitatively design with a descriptive qualitative approach to find problems experienced either individually or in groups. The teachers could review about team teaching that they were through the attached perspective. The research data were obtained through interviews and data collection of material documentation. This research was conducted at rural elementary school of North Sumatera, Indonesia. The findings state that the participants feel comfortable and are helped by team teaching, which shows learning improvement. In addition, it shows the teachers have positive perceptions and teaching experiences with team teaching.

INTRODUCTION

In Indonesia, cooperation manifests in the educational framework for meaningful learning implemented in every level of learners, the teacher is engaged to teach in the classroom. In elementary schools, the teacher should use an alternative method to give students an ease in comprehending the materials. The educational system that can be increased by collaborative and cooperative teaching is seen as responses or challenges individually by the group (Ford & L. Gray, 2011; Moolenaar, P. Slegers., & A. Daly, 2012; Kliegl & K. Weaver, 2014). Generous forms of cooperative teaching are implemented in a school. The level of team's work is performed together with the others.

There are various models and terms in teaching cooperation between teachers, they have different concepts of professional teaching between the school staff and the other teachers in daily class (Bonsen & H. G. Rolff, 2006;

Reed & C. Groth, 2009). Team teaching is increasingly used in recent years, the teacher collaborates with two teachers in a classroom in an Indonesian elementary school, and the teacher teaches and plans the teaching process by collaboration. Some researches involve the advantages of team teaching in the learning experience. According to Bashan and Holsblat (2012), the teacher reaches the pedagogical and the classroom management skill in doing the teaching. The teacher gets more innovative teaching practices by sharing each other teaching practices. Besides that, it has some disadvantages, such as for the teacher who always works alone in teaching may experience an unfamiliar way for her to teach and difficult to share. The teacher who has less experience in the team teaching's involvement, she/he cannot gain the new experience to do team teaching.

To complete the research for the current literature, this research is conducted to identify the needs of rural elementary school students in Indonesia learning in the

classroom. For this research, the researchers are interested to identify two research questions: 1) What are the teachers' perceptions of team teaching?; and 2) What are the teachers' experiences of team teaching in rural elementary schools? Therefore, this research focuses on recording the teachers' perceptions and opinions regarding the needs of elementary school teachers in the classroom. The findings of this research are useful for teachers and schools to determine the needs of teachers in teaching. In addition, teachers are also aware of what they need in teaching elementary school students in rural areas.

The study about team teaching has been applied by many scholars. Anderson, Rebecca, and Bruce (1998) state that teaching with a team helps the teacher makes collaborative and makes the participant more active. The member of the team has the opportunity, to be honest, give feedback and support each other. According to Goetz (2000), team teaching is the way of teachers to plan, to instruct and to evaluate the teaching process with two or more teachers in a classroom. That means the teacher does the collaborative teaching in a class and gives instruction of the learning for a whole student in the class.

Furthermore, this can be the opportunity, especially for juniors to learn the experiences of their older peers (Helms, Marilyn, Alvis, & Willis, 2005). Shibley (2006) affirms that to be a successful team teaching should have a negotiation process that takes place to share each other's responsibilities. Simmons and Magiera (2007) argue that sharing the responsibility of the teacher for teaching in the classroom is important to deliver good learning. In this case, the focuses are for the teacher to start sharing a learning procedure and to be close to understanding their perspective and attitude with their partner. Team teaching is as transportation for changing pedagogical to a new pedagogical practice. The successful teaching and learning need a team, learning as a team to catch the goals of education (Conn, 2010).

According to Edmondson (2012), every member of the teamwork should feel free in doing the work together, so she/he can express her/his views and feelings in fixing the problem and finding the solution. Accordingly, sharing the activities such as instruction, assessment and different kinds of teaching is the responsibility of the teacher (Brinkmann & Twiford, 2012). Team teaching is also the best way in practicing and teaching skills based on (Chopra, 2015). In educational settings, there are some collaboration techniques and team teaching is one of the techniques that can be used as collaboration between the teachers. Catherine Minett-Smith and Davis (2019) state that team teaching helps to remind the team for the collaboration to do the work together so they could implement the complex work in the teaching activities.

There are three models of team teaching based on Need (1995), that is, the interactive model, the rotation model, and the participant-observer model. The interactive model puts two members in front of the class to teach at the same time, whereas the rotation model involves the members by their parts of the course given have a rotation ad turn to manage the class. Moreover, the participant-observer model asks each member of the team takes place to lead the teaching, and the others observe the class by adding a comment for today's teaching. The propositions imply that team teaching is a collaborative way to express and to help each other to fix problems and to reach the solution together with the team and find the best way to teach the team.

Teaching experience is a teacher's practice in the classroom to make any planning and teaching instruction, to develop or to prepare the materials then to evaluate the student's performance and the way of teaching that could help the students in learning. As long as the teachers work, experiences are expected to be positive with the student's achievement in students' score by the final examination and the students' classroom attendance. As a teacher in a primary school, the teacher should make any lesson plan based on the curriculum applied in Indonesia. The relationship between teacher and students is needed to do the teaching and learning process in the classroom as well as to catch the students' understanding and to make a great positive classroom. Team teaching helps the participant to do the collaboration professionally. They can practice some team teaching models and multiple overviews of teaching. In other words, experience is very important for teacher as the teacher knows the student's needs for learning and the process for delivering the learning.

Overall planning arranged by the teacher includes time to plan and to evaluate results with the children since this enriches both the planning and the evaluation. According to Flavell (1994), elementary students do not think like an adult for they are experiencing ongoing cognitive development. Hence, the students' teaching approach is practically in a present reality for their understanding. The students should learn about how to write for various purposes, how to convey information, how to make an argument, how to provide a self-reflection, how to share an experience, and how to enhance understanding. In this case, the teacher's responsibility should is to teach they are students in a good way based on the student's needs according to the curriculum used in their country.

METHOD

The research employed a qualitative framework utilizing a descriptive qualitative strategy to identify challenges encountered on an individual or collective basis. In this manner, students were enabled to examine the subject

matter from an associated standpoint. Qualitative research served the purpose of delving into more profound insights, shedding light on the competencies and encounters of individuals or groups. The data of this research was collected through two instruments. First instruments were artifacts of their teaching process, assignments, and materials that are made. The data were analyzed through content analysis method to identify diverse students' perspectives concerning team teaching, and the outcomes of participants' viewpoints were expounded upon within the findings of this research.

Second instrument was interview to explore the teachers' perception of team teaching in a rural elementary school. The interview was designed to collect data on teachers' perceptions of team teaching in rural elementary schools. The interview was conducted with an audio recorder for more information from the participants. The participants were asked from the beginning stated by age, teaching experience and team teaching experience. The chosen questions focused on their teaching management by team teaching. The interview was an open-ended interview consisting of two questions posed to participants, namely: 1) What do you think about team teaching in a rural elementary school?; and 2) How would you describe your experience of using team teaching in elementary school?. The documentation was collected to find out the class situation by team teaching.

Participant Survey

The participants were chosen in a rural elementary school in Medan North Sumatera. The school started applying team teaching for 10 years because they have classroom deficiencies. There are 12 teachers in that school. The research focused on the first-level teachers and the higher-level teachers in rural elementary schools as listed below:

Table 1. Teachers' background information

No	Initial name	Gender	Teacher Grade	Teaching experience (years)	Team teaching experience (Years)
1.	KB	Female	1	>10	10
2.	DS	Female	1	>10	10
3.	NT	Female	2	>10	10
4.	MS	Female	2	>10	10
5.	AG	Female	3	>10	10
6.	RP	Female	3	5	5
7.	DW	Female	4	>10	10
8.	EN	Female	4	>10	10
9.	YA	Female	5	3	3
10.	ES	Male	5	3	3
11.	KS	Female	6	>10	10
12.	CP	Female	6	4	4

Based on the teachers' experience above, team teaching had been conducted for ten years. The school combined the experienced teachers who teach for more than 10 years with the new teacher with around 3-5 years of teaching in a classroom. Most of the teachers are female.

RESULTS AND DISCUSSION

Derived from the two posited research inquiries, the initial investigation scrutinizes educators' viewpoints regarding the team teaching, while the subsequent inquiry delves into educators' encounters with this collaborative approach. Within this context, the researchers pinpoint two key findings that necessitate an enhancement within the realm of English language instruction through team teaching: the refinement of instructional materials and the optimization of the pedagogical process. This research is focused on the teacher's perception of team teaching in rural elementary schools in Indonesia. The research consists of two research questions: one related to teachers' perceptions of team teaching and what learning strategies are used in rural schools. The findings are described as follows:

1. Teachers' Perceptions of Team Teaching.

After conducting data from the questionnaire and interview, the researchers find that the problem with co-teachers is being the difficulties while applying team teaching method. There are four themes found by the researchers as follows and the data display immediately differentiates between novice and experienced teacher's perspective.

1. Factors impede a successful collaboration

The researchers excavate information to several teachers due to get some factors impede team teaching. The researchers find several general perspectives about the obstacles according to both novice and experienced teacher.

To explore how elementary teachers perceive current team teaching, 12 teachers at rural elementary schools are interviewed, 8 for the most experienced teachers and the other for new teachers. Most of them feel that team teaching for elementary school is very important and very helpful, it is hoped that elementary school students can learn every lesson well and teachers can teach learning according to students' needs as well as according to the curriculum used.

Based on the teacher's report, learning carried out with team teaching makes learning more effective because almost all students can be monitored directly by the teachers in the class and the teaching process can be more easily because the teacher can share and help each other.

Team teaching sangat membantu untuk mengajar kelas SD. Membantu saya dalam pengajaran lebih menyeluruh kepada siswa juga dapat bertukar pendapat dengan cara pengajaran dengan teman say, kami berdua dapat menjelaskan pelajaran lebih mudah.

Team teaching is really helpful for elementary school, it helps me to teach all of the students also I can share my opinion and the teaching strategies with my team, and easy to deliver the lesson (KS – 6th-grade teacher)

Team teaching helps teachers in teaching and in sharing their ideas in a rural elementary school, which means that team teaching is very useful for elementary teachers. Teachers could share their teaching opinion and the teaching process becomes easy and could get all the students' attention. KS and CP in the higher level teacher in that school agree that team teaching helps each other teacher, and the more experienced teacher helps the new teacher as it is admitted by CP in the excerpt below:

Team teaching membantu pembelajaran, saya sebagai guru baru masih perlu belajar banyak mengenai pembelajaran, proses pengajaran, tehnik mengajar anak sd sesuai dengan kebutuhan siswa. saya banyak belajar dan mencontoh guru yang lebih berpengalaman untuk mengajar di kelas, anak-anak akan lebih mudah memahami pembelajaran.

Team teaching helps the learning process, as a new teacher I need to learn more about teaching, how to teach and how to choose teaching methods based on the study and the students' needs, I follow the experienced teacher and that makes the students more understanding. (CP – 6th-grade teacher)

In answering the findings of the question by interview, the majority of the participants say that team teaching is helpful for the teacher and students. They say that the teacher can share their teaching strategy and can catch the student's understanding, and the students get more understanding of the lesson

2. Teachers' Experience

To identify the teachers' experience, teachers are interviewed. There are some statements concerning their experience in teaching. Team teaching applied in the rural elementary school is aimed to know the teachers' experience while using team teaching, how they make a lesson plan and do the teaching activities in a classroom. Experienced and new teachers help the students who need more attention and instruction in learning. The teacher has their turn to teach and to monitor the class, and the teacher does the turn to teach the students so all of the teachers have their turn to teach.

Seorang guru yang mengajar 30 siswa dalam satu kelas sangat terbantu dengan adanya team teaching, guru guru dapat saling membantu dalam mengajar. Khususnya untuk kelas rendah yang belajar mengenal huruf dan membaca. , team teaching sangat membantu satu guru dapat mengajar dan yang lainnya dapat mengisi absen siswa dan buku tugas guru dikelas.

A teacher teaching 30 students in a classroom was helped by team teaching. The teachers could help each other. Especially first-grade students need help remembering the letter and reading. One teacher could teach and the other could fill the students absent and teachers' books in the classroom. (KB- 1st-grade teacher)

There are 30 students in one classroom, and for the first-level students must be hard to teach them alone, the student's needs are remembering the letter and reading. One teacher could teach and one another did control and teach the students who need more help. The teacher should fulfill the students' absence and fill out the study book.

Setiap guru membuat rencana pembelajaran dengan team teaching dan berdiskusi mengenai kekurangan yang harus diperbaiki bersama dengan team untuk memenuhi kebutuhan siswa. Saya sebagai guru baru memahami bagaimana cara mengajar yang disesuaikan dengan kurikulum dan belajar manajemen kelas saya dan guru membagi waktu mengajar bergantian.

Every teacher makes their lesson plan with their team and they discussed before the class started what was they needed to reach the students' needs. As a new teacher, I learnt how to teach based on the curriculum and classroom management and rotate our teaching with team teaching. (DW-4th grade teacher)

In this case, most of the teachers state that team teaching helps in teaching the class and in making a lesson plan, making classroom management and rotation in teaching by the team. It is helpful for all the elementary students' levels.

The teachers are asked about their work by their team in teaching elementary students, about their preparation, perceptions and experiences by team teaching. The school uses the rotation model of team teaching by (Need, 1995), the teacher has their turn to teach and to manage the classroom. The teacher works together to fulfill their teaching management and to make the lesson plan before teaching.

Based on the teachers' answers, the result shows that the teachers help each other and it helps the students to understand the lesson well. It helps the teacher to prepare the lesson and the teaching strategy, and the old teacher help by the new teacher to arrange the new teaching technique. The survey is taken by showing the teaching documentation such as:



Figure 1. Teacher's Book

The teacher's book needs to be fulfilled by the teacher for each classroom. It consists of the students' attendance, the materials, and the student's scores in every lesson. The teacher should complete them all and collect them to the headmaster. This could be the teacher's evaluation book for the students. It is suitable to (Goetz, 2000) that the teachers do the planning and other things by their team in a classroom.

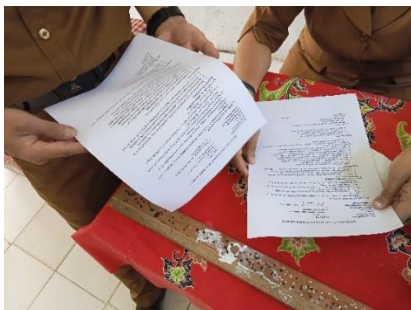


Figure 2. Lesson Plan Checking

The making of lesson plans becomes easier because they work together. Team teaching helps in all grades of elementary students, the different students' needs are covered by teaching with the team. The teacher will check the lesson plan every morning before class, they discuss the lesson plan after class before they finish. It is consistent with (Simmons & Magiera, 2007) that the teachers have the responsibility to start and to share their learning with their teaching partner.

CONCLUSION

Based on the data analysis, the results point out that team teaching helps in all grades of elementary students. The team teaching helps the teacher to prepare the lesson and

the teaching strategy. In other words, it can be concluded that team teaching has some positive aspects for teachers and students in rural areas. For the teachers' perceptions, the team teaching helps teachers in teaching rural elementary school. Team teaching helps the teacher choose a teaching technique and makes the teaching process easier for all the students. The collaboration by the teacher helps the teacher in teaching and students in learning and accepting the materials..

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